

Adolescent Literacy

How do we address the challenge?



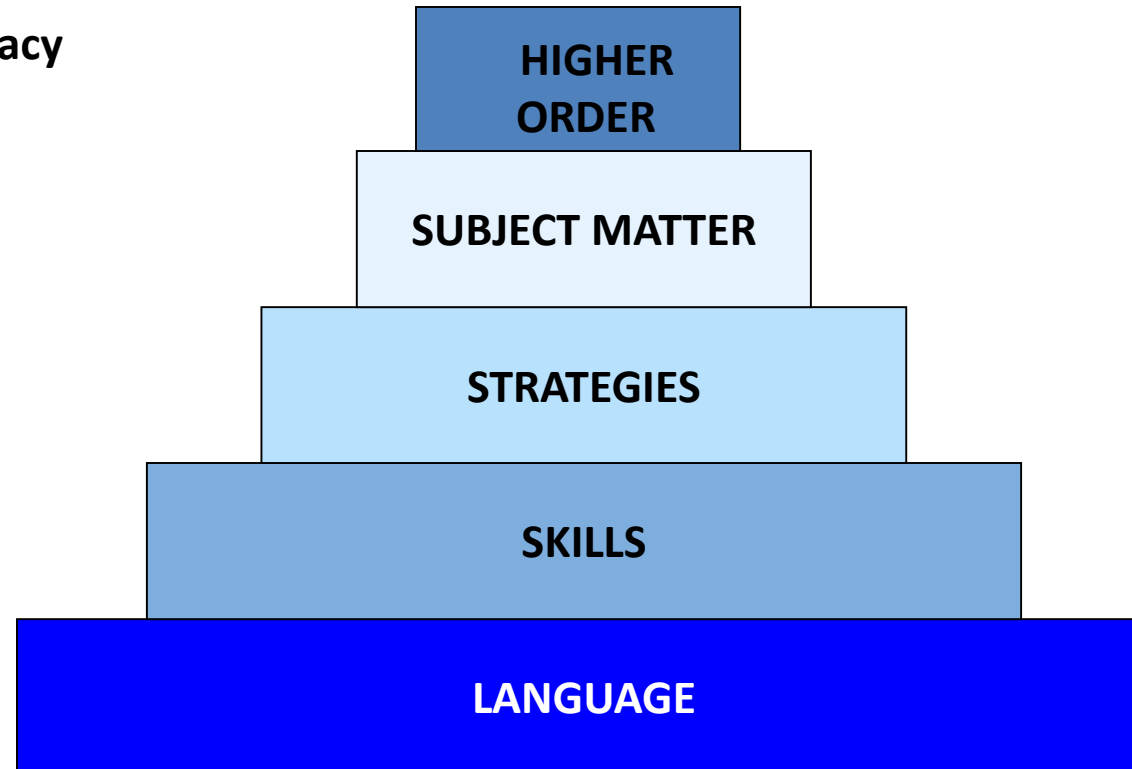
A School-Wide Focus on Literacy

Six Key Elements of an Adolescent Literacy Program

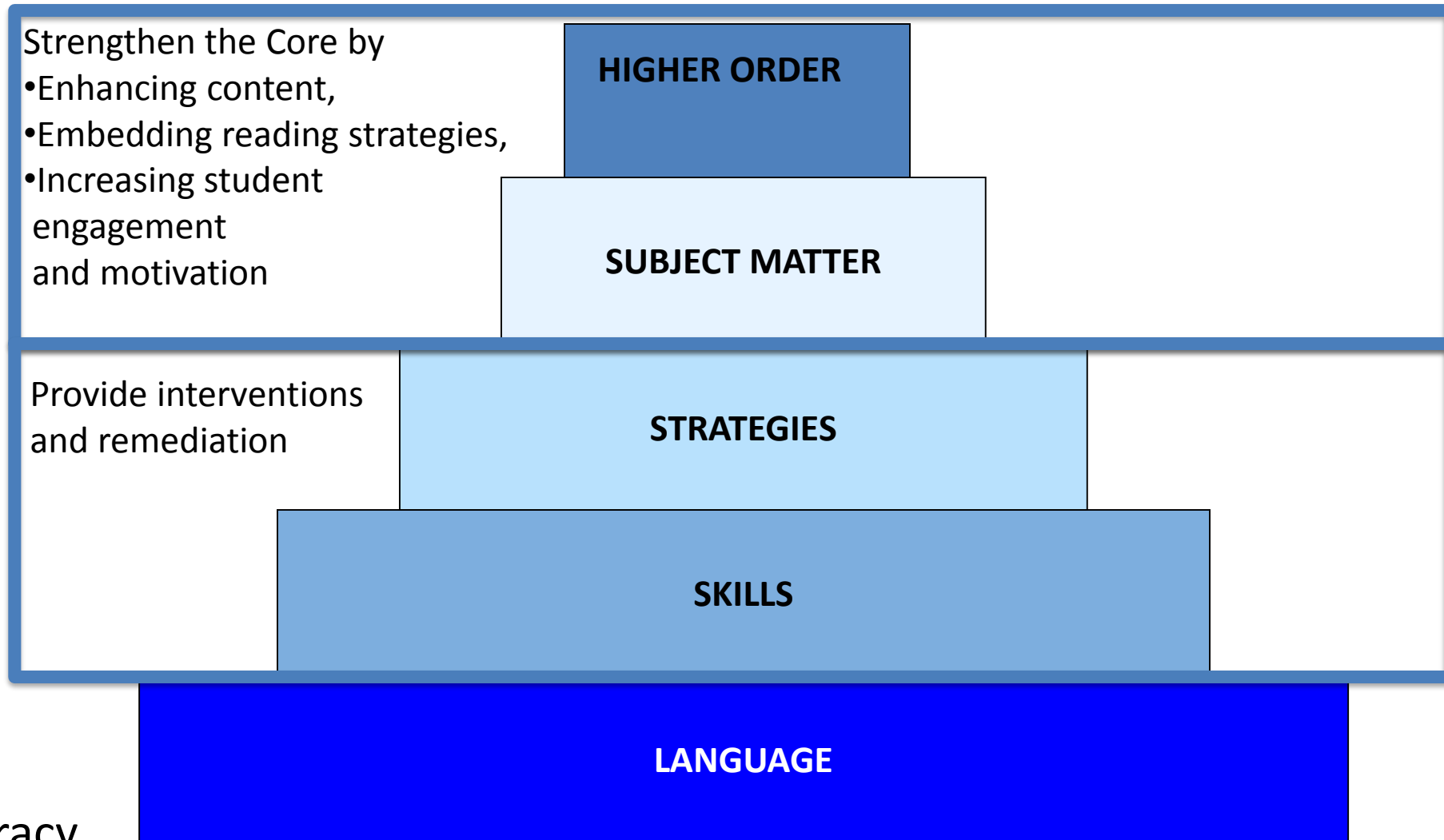
- Diagnose students' needs.
- Create a common vision to meet the needs of ALL students. (Literacy becomes the center of school improvement!)
- Form a Literacy Leadership Team.
- Provide multiple levels or tiers of supports and interventions.
- Conduct annual reviews.
- Engage students – Motivation Matters

Building Blocks for Content Literacy

Content Literacy
Continuum



Building Blocks for Content Literacy



Adolescent Literacy Results

- 2013 – 2016 Xtreme Reading (3 years of data) adolescent literacy (6th, 7th, 8th)
- Population = Students with Disabilities and Students At Risk
- Average Improvement = **2 years growth in 1 year** using Xtreme Reading (KU Strategies) instruction
- Average # of students over 3 years = 208

Johnston County Schools District Literacy Plan:



Ann Cozzocrea and Ginger Starling

Call to Action

Invited any central level personnel interested in improving
Literacy

Met as a large group to discuss:

- Beliefs about learners and literacy

- Vision

- Roadblocks

- Logistics

- Levels of Commitment

Literacy Leadership Team

Multi-disciplinary Group

General Ed., EC, ESL, MTSS, GP, Data, Media

Meet twice a month for one hour meetings

Meet monthly for all day retreats

Organize for Action

Make the Case

3 day retreat to dive into multiple data points

Assemble a Representative Team

Cross-departmental representation

K-12 representation

Build the Team's Knowledge about Literacy - Reading

Research to Classroom Practice

Helpful Resource



Guidelines for Developing an Effective District Literacy Action Plan

Version 1.1

Adolescent Literacy

**Burke County
Public Schools**
Office of Exceptional Children



Burke County Public Schools



Implementation Science

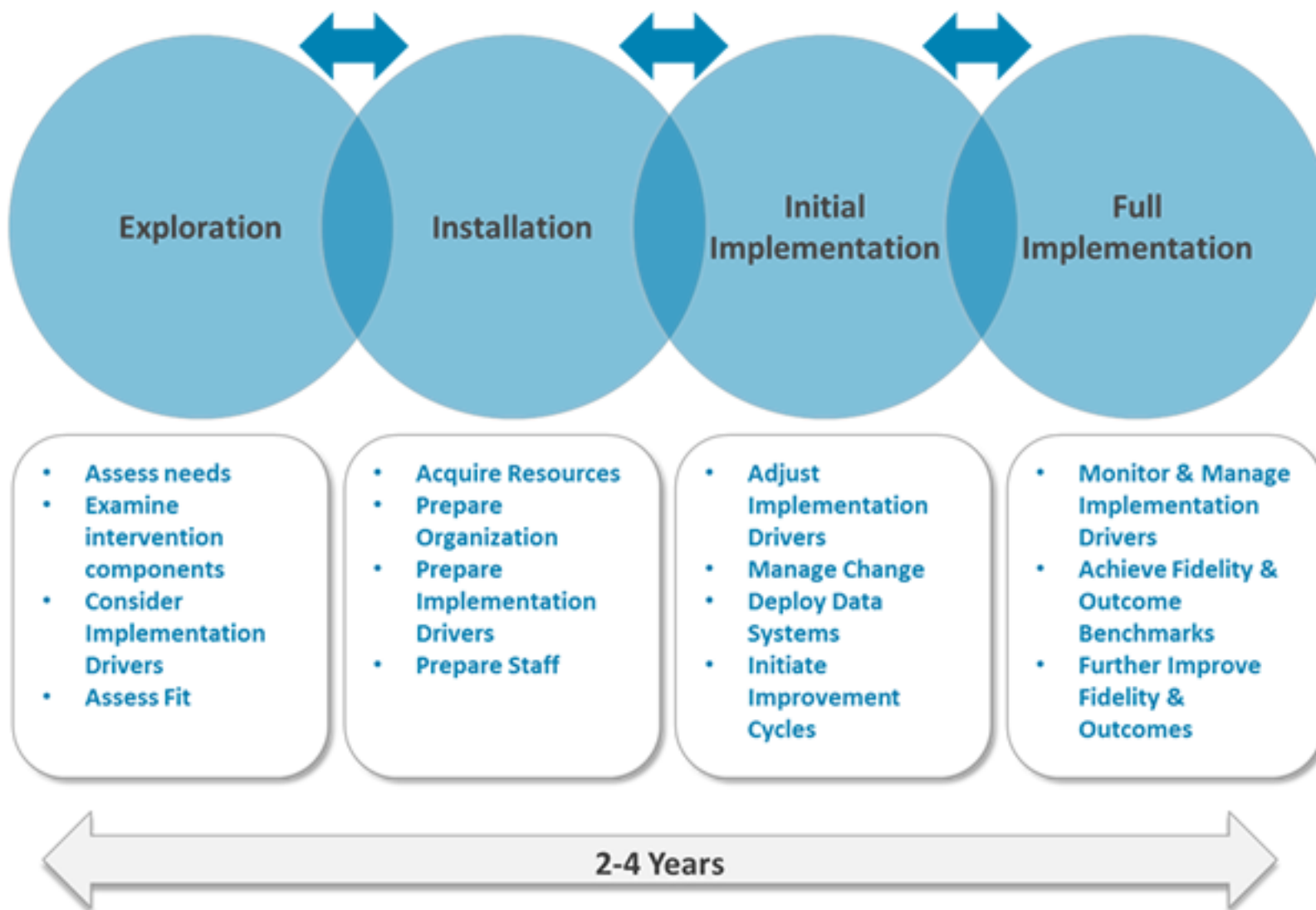
The study of methods to
promote the integration of
research findings into evidence
based practices

*Implementation Research: A Synthesis of the
Literature*

National Implementation Research Network

State of Implementation and Scaling -Up
Evidence-Based Practices (SISEP) Center

Implementation Stages



EXPLORATION

Readiness For Change 2012-13

- New Director of Exceptional Children's Department was hired after several years of changes in this position
- Three Elementary Instructional Coaches were hired
- Director of EC Department identified the need for consistent materials to be used at all schools

Why Change?

- Students moving within the district
- Need for consistent materials
- Most of the materials were OLD!
- Need for accountability
- Need to track student progress
- Need for instructional fidelity



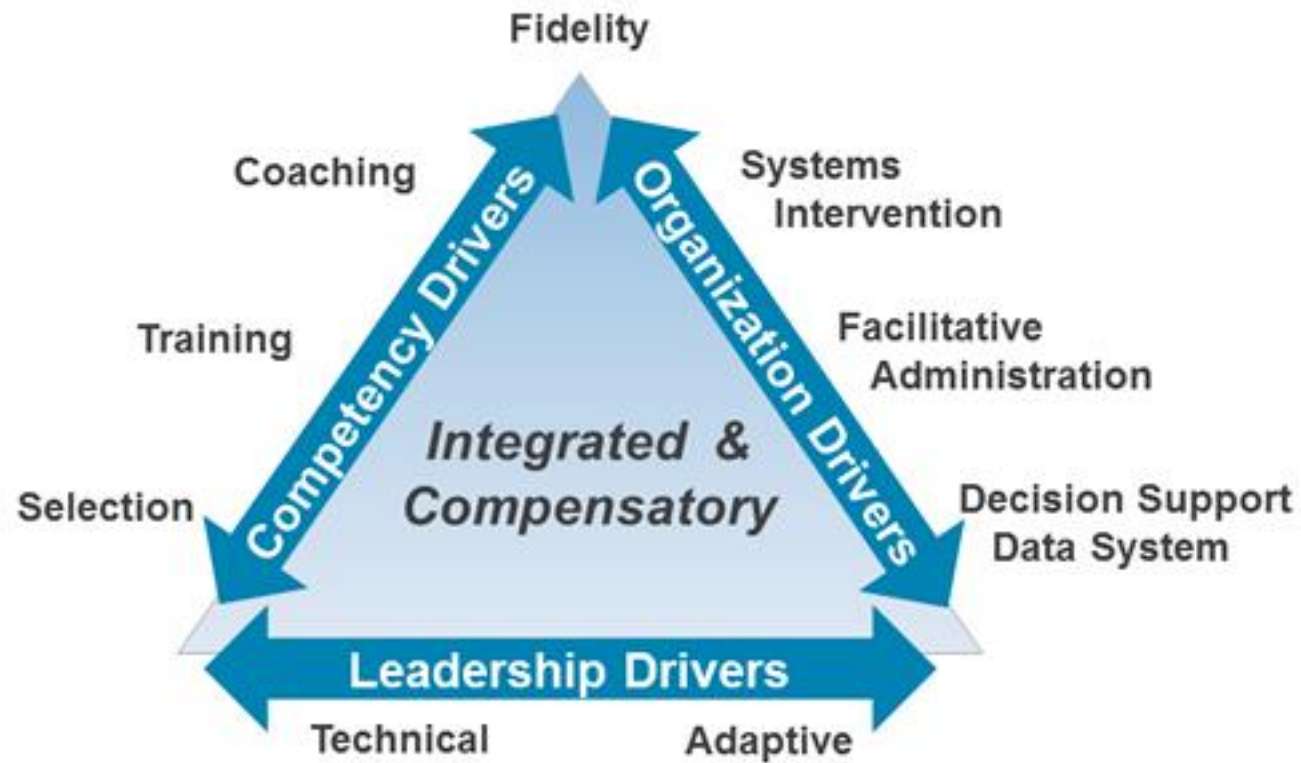
Staff Selections

NCSIP Reading Coordinator (Connie) - led the search for various literacy programs

NCSIP Math Coordinator (Judy) - was familiar with Implementation Science from NCISP Meetings

EC Instructional Coach (Ashley) - held a degree in Curriculum

Implementation Drivers



Develop Team Structures

EC Director's Role

- Met with EC Coaches and vendors for Literacy programs
- Met with EC Coaches for mutual selection of Literacy program
- Analyzed available funds (other than NCSIP)

Presented proposal and spending package to Superintendent for approval

Role of EC Instructional Coaches

Connie

Corresponded with DPI Literacy Coach (Vickie Norris)

Observed programs in surrounding counties

Relayed her experiences from classroom use of *SRA Corrective Reading*

Judy

Corresponded with sales representatives from Sopris and SRA McGraw Hill

Relayed her experiences from classroom use of *Language!* (4th edition)

Ashley

Attended group meetings with sales representatives

Conveyed her knowledge of curriculum

Relayed her experiences with *Language!* program

We asked more QUESTIONS!

Questions we asked ourselves

- What will be the resistance to change?
- How to engage teachers for buy-in?
- How to provide teachers with training?
- How to support teachers with placement tests?

LEADERSHIP DRIVERS

MUTUAL SELECTION

TRAINING

COACHING

COMPETENCY DRIVERS

INSTALLATION INITIAL IMPLEMENTATION

***“Implementation is a process, not
an event.”***

Winter & Szulanski (2001)

First Year Of Change 2013-14

- Literacy programs were purchased for Elementary EC classrooms
- Mandatory program training for VPort, *Read Well*, and *Language!*
- Partner with Catawba County for trainings
- Distribution of materials
- Expectation of BCPS EC Department for all EC teachers to complete Reading Foundations (and Math Foundations)
- Benchmark tests completed for *Language!*
- End of year report / NCSIP Data Submission
- Spring placement test for Read Well (second graders)
- Summer School - use of Ticket to Read (digital component for Read Well)

Second Year Of Change 2014-15

- EC Instructional Coach hired for Middle School
- Literacy programs were purchased for Middle School EC classrooms
- Mandatory program training for VPort and *Language Live!*
- Reading Foundations district team
- Coaching and fidelity observations at Elementary
- Lessons gained charts required
- Benchmark tests completed for *Language!* and *Language Live!*

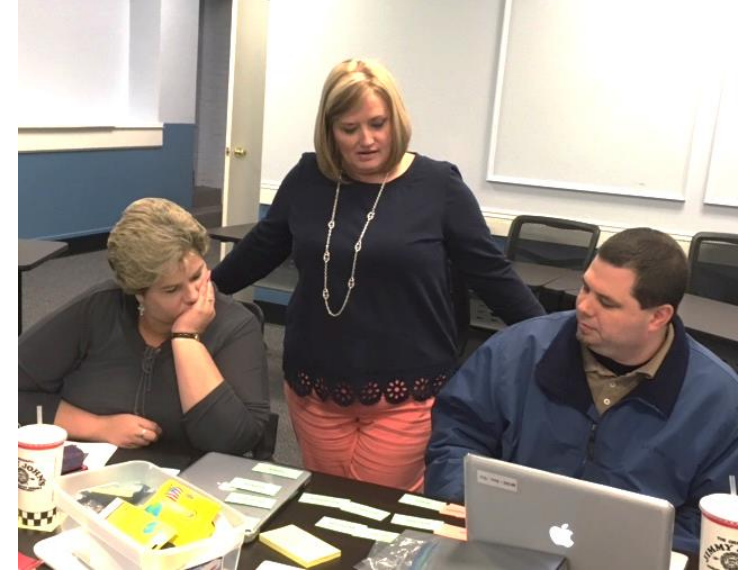
FULL IMPLEMENTATION

Third Year Of Change 2015-16

- Elementary EC Instructional Coaches became EC Specialists - combine coaching and compliance at fewer schools
- NCSIP fidelity observations at Elementary and Middle with selected teachers
- Beginning to get data to share with administrators
- Program training for new teachers
- Summer School - pilot *Velocity* program
- Combine Service Log and Lessons Gained Charts - now electronic Lessons Log

Full Implementation 2015 - Present

- Program training for new staff
- Online training for *Language Live!*
- Reading Research to Classroom Practice
 - Recertification process
 - Training new staff
 - Implementation sites
 - Building team of trainers
 - EC Instructional Coach, Regular Education Instructional Coach, Title 1 Reading Specialists, Middle School EC Instructional Coach



Full Implementation

- Achieve fidelity outcomes through ongoing observations and support of weekly coaching
- 5 Elementary EC Instructional Coaches & 1 Middle School Instructional Coach
- Google spreadsheet to track number of fidelity observations and scores
- District expectation teachers keep lesson log & track lessons taught on an online form that is shared with coaches. Coaches provided training at EC Opening meeting to create lesson log.

FIDELITY

Example of Lesson Log

9:00-9:30 K RW & 2 Reading

☐ Option 1

Read Well Unit/Lesson Number

Your answer

9:30-10:15 3rd Language!

☐ Option 1

L! Unit/ Lesson Number

Your answer

Vertical Alignment

Programming

3rd-5th grade using *Language!* 4th Edition

6th-8th grade using *Language!* Live

Benefits

Students using same routine, reducing cognitive load to focus on skills

Continuing systematic instruction

Consistent data tracking system



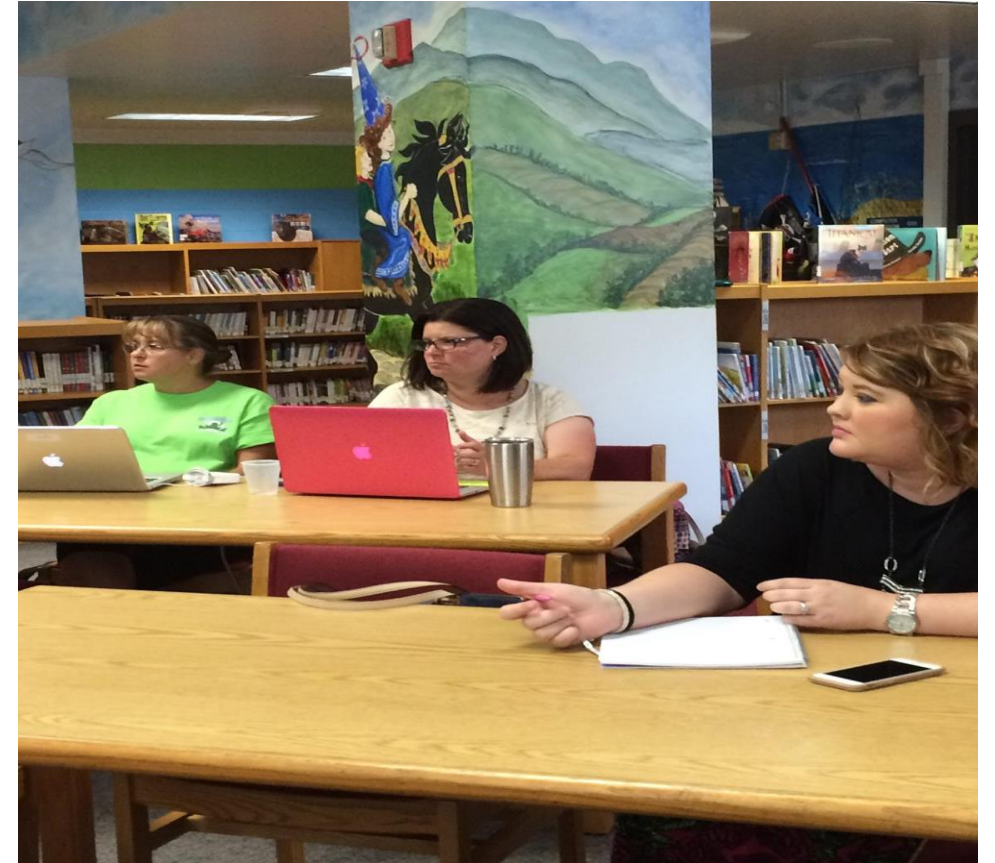
Data Team Meetings

NC SIP data collectors meet each 9 week grading period

Meetings follow a PLC format

Discuss topics such as pacing concerns, differentiating instruction, scheduling, data notebooks

Appreciation dinner/meeting in April to recognize data collectors



Partnering with Families

NC SIP Parent Night – Held Annually

School Psychologists, NC SIP Information, Compliance
and IEP Support

ECAC representative

Teachers modeling lessons from research based
programs

Child care provided

Information booths from service providers:

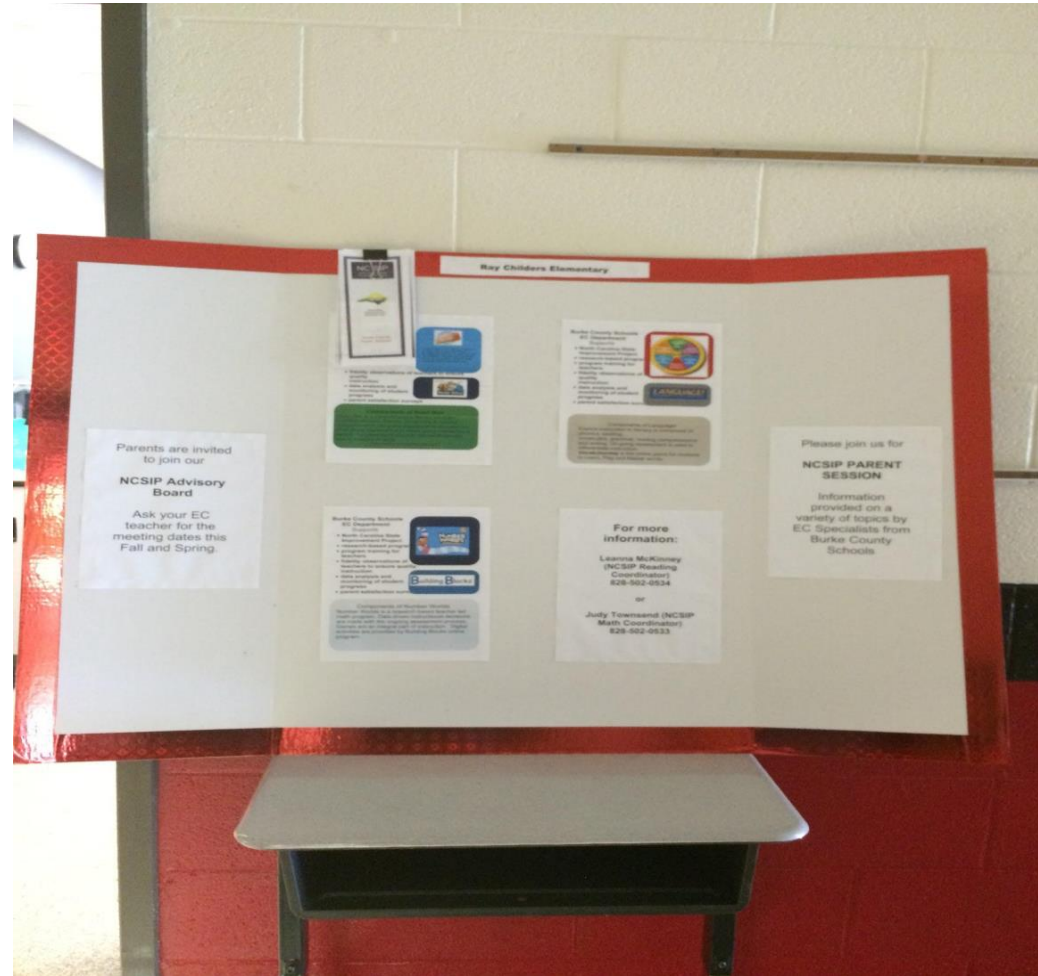
Behavior Support, Autism Support, Occupational
Therapy, Physical Therapy



NC SIP Brochure & Open House

NC SIP information boards
displayed at Open House

Brochure provided that
gives information about
NC SIP, research based
programs, and ECAC
information



ALIGNMENT WITH LEA SELF ASSESSMENT & DISTRICT INITIATIVES

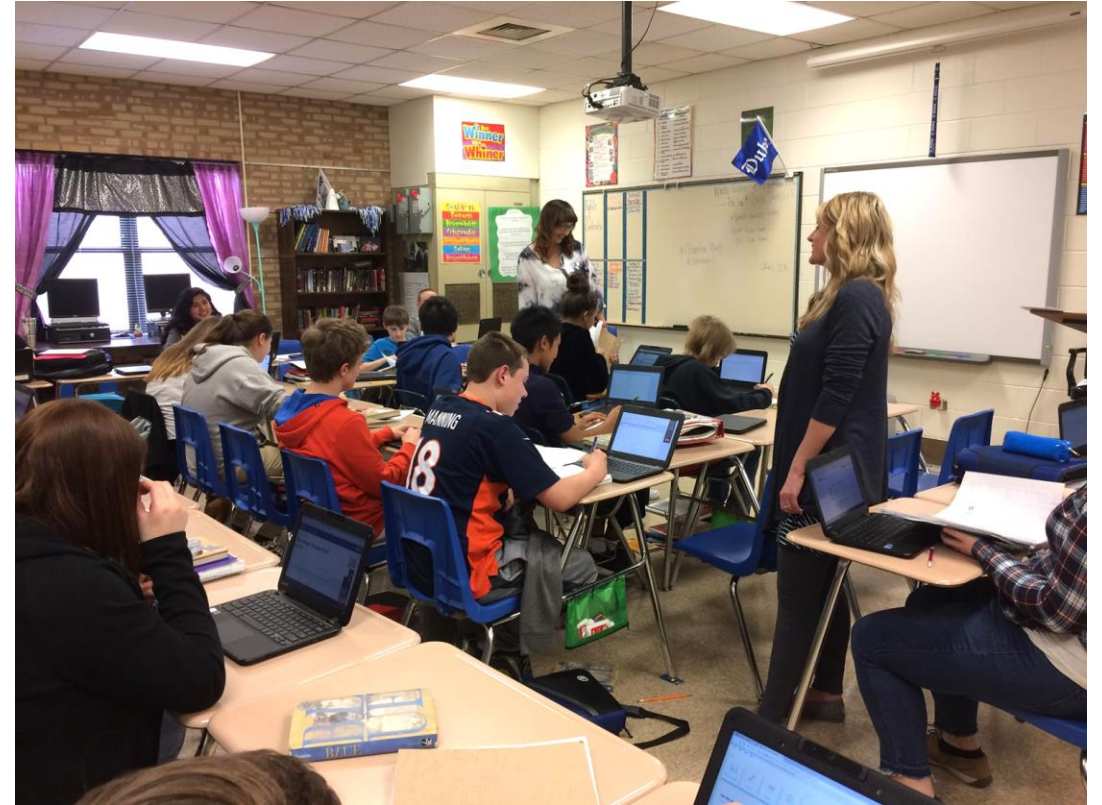
Supporting Adolescent Literacy with Co-Teaching

Co-Teaching Beyond the Basics training
for EC teachers

Provide training for staff at
implementation sites for NC SIP

Accelerating student learning within
the general education classroom
through specialized instruction

[Planbook.com](https://www.planbook.com) to collaborate on lesson
plans



Ongoing Goals for Sustainability

Middle School EC IC complete process to become Reading
Research to Classroom Practice Instructor

Language! TOI

Exploration process as we assess needs and consider
interventions

Fulfill requirements for NCSIP Demonstration Site

Work to become NCSIP Best Practice Center

Thank you for your time!

Leanna McKinney

lmckinney@burke.k12.nc.us

Judy Townsend

jatownsend@burke.k12.nc.us

Other Considerations

Adolescent Literacy for Deaf and Hard of Hearing Students

- Teachers of the Deaf and Hard of Hearing will benefit from participating in Reading Research to Classroom Practice.
- Booster sessions for additional support may be requested as needed from the Sensory Support and Assistive Technology Team.
- The focus of the Booster Session is to provide tailored and/or customized support based on the requested needs of the staff within the LEA/Charter Program using current student data.

Adolescent Literacy for Students with Significant Cognitive Disabilities

- The expectation is that all students will have literacy instruction .
- Students with significant cognitive disabilities are not exempt from this expectation.
- Reading is a functional life skill and research supports moving beyond sight words, and survival words for instruction.
- There are many approaches to literacy but the foundational skills do not change.

Six Key Elements of an Adolescent Literacy Program

- Diagnose students' needs.
- Create a common vision to meet the needs of ALL students. {Literacy becomes the center of school improvement!}
- Form a Literacy Leadership Team.
- Provide multiple levels or tiers of supports and interventions.
- Conduct annual reviews.
- Engage students – Motivation Matters

North Carolina State Improvement Project

Regional Literacy Consultants

- Northeast – Bridget Bilbro bridget.bilbro@dpi.nc.gov
- Southeast – Beth Gilchrist beth.gilchrest@dpi.nc.gov
- North Central – Melissa Towery melissa.towery@dpi.nc.gov
- Sandhills – Laura Dendy laura.dendy@dpi.nc.gov
- Piedmont-Triad – Doria Sullivan doria.sullivan@dpi.nc.gov
- Southwest –
- Northwest – Melanie Sharpe melanie.sharpe@dpi.nc.gov
- Western – Laura Marsden laura.marsden@dpi.nc.gov